


Middle Years
Programme

Session 5 –

Assessed curriculum: Summative assessment




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Session objectives

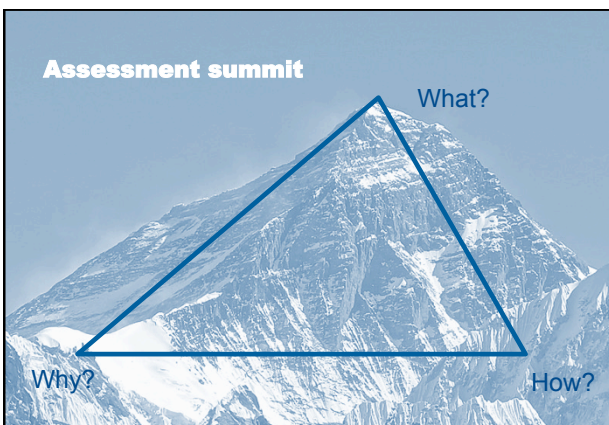
- Discuss the design principles of summative assessment task(s) in relation to the subject group requirements and objectives
- Develop an understanding of the relationship between the statement of inquiry and the summative assessment task



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Assessment summit



What is assessment?

The process of collecting and analysing information about the students' achievements to improve teaching and enhance learning.



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Why do we assess?

Administrative: grading, promotion to next grade/level, certification, etc

Guidance: choice of courses, career orientation

Diagnostic: identifying strengths and weaknesses of students; needed for classroom instruction and curriculum planning

Informative: feedback to parents and administrators

Formative: feedback to students and teachers for curriculum planning

Lesson planning: documenting and monitoring learning and understanding

Motivation and self-reflection of teaching and learning: curriculum development, class instruction

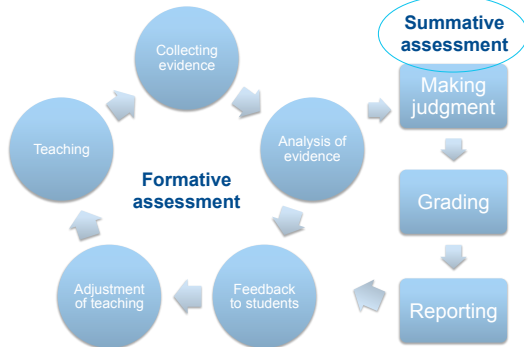
Student motivation?



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How do we assess?



The Ice Man – what killed him?

Global Context: Orientation in Space and Time

Introduction

In this project you will become a historical detective in collaboration with another student. You will gather evidence through research, create a theory, and support it with organized and relevant evidence in a persuasive presentation using your chosen method of presentation. When you present to persuade, you should always have a definite opinion about the topic! Persuading someone to think the way you do requires careful thinking and planning. You must make your group's position clear to your audience and include facts and reasons that will strongly support your group's opinion. You will have an opportunity at the conclusion of this Unit to reflect on your learning independently in a short piece of writing in class.



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Summative assessment



- judgment made by teachers at predetermined intervals
- is a performance-based assessment
- based on subject-specific objectives that have been shared with students at the outset of the unit



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Aligning objectives and criteria

MYP objectives

Objective A

Students should be able to:

- _____
- _____
- _____

Objective B

Students should be able to:

- _____
- _____
- _____

Objective C

Students should be able to:

- _____
- _____
- _____

MYP criterion A

Students should be able to:

- Explain scientific knowledge
- Apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- Analyse and evaluate information to make scientifically supported judgements.

Achievement Level	Descriptors
1	
2	
3	
4	



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The 1, 3 and 5 of objectives and criteria

In pairs, refer to your subject group guide to find:

- Year 1 objectives for criterion A
- Year 3 objectives for criterion B
- Year 5 objectives for criterion C



Careful! Which criteria* do these *each* align with?

*Found near the end of your guide.



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The 1, 2 and 3 of summative assessment

Summative assessment		
Objectives:	Outline of summative assessment task(s):	Relationship between summative assessment task(s) and statement of inquiry:
2	1	3
Approaches to learning (ATL)		

Your turn!

Using the statement of inquiry developed by your table group in the previous session:

- Brainstorm a list of potential summative assessment tasks that would let students show their understanding of this key learning.



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Select a summative assessment task

Summative assessment		
Objectives:	Outline of summative assessment task(s):	Relationship between summative assessment task(s) and statement of inquiry:
	Lab report	
<div>CHOOSE A TASK THAT WILL BE THE BEST TO ASSESS THE STATEMENT OF INQUIRY</div>		
Approaches to learning (ATL)		

Summative assessment task and the MYP objective

Using the summative assessment task that your table group has chosen:

- Consider the key learning outcomes for students.
- Refer to the MYP objectives near the beginning of your guide in order to choose two that align best with the summative task.
- For further refinement:
 - Each objective is broken into objective strands.
 - Choose one or two objective strands for each objective that you have chosen



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Summative assessment

Summative assessment		
Objectives:	Outline of summative assessment task(s):	Relationship between summative assessment task(s) and statement of inquiry:
EXAMPLE: For year 5, B: Inquiring and designing (strand) Design scientific investigations C: Processing and evaluating (strand) Present collected and transformed data (strand) Interpret data and explain results using scientific reasoning.	Lab report	
Approaches to learning (ATL)		

Objective / criteria alignment

Objectives and their strands:

What we want students to demonstrate.

Criteria:

A measurement of how well students have achieved against the objective /strand.

C: Processing and evaluating

At the end of year 5, students should be able to:

- present collected and transformed data
- interpret data and explain results using scientific reasoning
- evaluate the validity of hypotheses based on the evidence of scientific investigation
- evaluate the validity of the method
- evaluate assessment tasks in relation to the method

Assessment level	Level description
4	The student can identify a method that they use in the laboratory.
3	The student can identify a method that they use in the laboratory.
2	The student can identify a method that they use in the laboratory.
1	The student can identify a method that they use in the laboratory.



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Statement of Inquiry and the summative assessment task

At your table group

- Discuss the relationship between your summative assessment task and the statement of inquiry.

Then answer:

- How can you design assessment tasks that refer back to the statement of inquiry?
- Write this relationship in box number 3



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Summative assessment

Summative assessment		
Objectives: EXAMPLE: For year 5, B: Inquiring and designing (strand) Design scientific investigations C: Processing and evaluating (strand) Present collected and transformed data (strand) Interpret data and explain results using scientific reasoning.	Outline of summative assessment task(s): Lab report	Relationship between summative assessment task(s) and statement of inquiry: Given the aim and variables, students will design the method for a scientific investigation. After carrying out the experiment and collecting data, students will present and interpret their data and explain the results using scientific reasoning. This can lead to a discussion of the potential dangers of household chemicals and the need for suitable precautions.
Approaches to learning (ATL)		

Are we in the zone?

- How does the description of the assessment task allow students to meet the high end of the descriptors?
- How does the assessment task allow students to demonstrate their own understanding of the statement of inquiry?
- Do the objectives and the objective strands that are chosen support the summative task?
- Has the teacher chosen too many or not enough objective strands to unpack realistically in the time frame stated?



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The challenges we face

- Share your challenges with your table group.
- What are two difficult challenges to possibly overcome?



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Turning challenges into a strength

- As a group create an action plan for your groups two identified challenges

Challenge	Action	Resources



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How to cope with the challenges

1. Have a strategic plan
2. Refer to the guides
3. Use the OCC for advice
4. Develop a common faculty understanding
5. Ongoing professional development
6. Have a go – don't be afraid of getting it wrong
7. Ask your coordinator for support

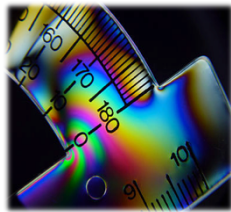


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Standards and practices

- In your workbook are the four C standards (2014).
- For each standard write down one or two practices that have been explored in the workshop.



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Final reflections

- What last questions do we have?
- Are there any challenges we still need to deal with?



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